**Learning Wall (Gr. 9-12)**

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| **Key Learnings**  **(from plenary sessions and breakout sessions)** | **Success Criteria**  **(How I Know I’ve Learned)** |
| * Fractions have many different meanings. * Fractions have many different representations. * Understanding fraction meanings helps identify student misconceptions. * “Gap Closing” is a resource that helps teachers understand, diagnose, and remediate gaps in student understanding. | * I am developing an understanding of the various meanings of fractions. * I can represent fraction in different ways. * I can use my understanding of fraction meanings to identify and remediate student misconceptions of fractions. * I am developing an understanding of how to apply the Gap Closing resource to remediate gaps in student understanding. |
| * It is important for secondary teachers to understand how fraction concepts are developed in the elementary grades. * Fraction concepts are integrated throughout the Gr. 9-12 mathematics curriculum. | * I am developing an understanding of the development of fraction concepts and operations from Gr. 7-12. |
| * Students with learning disabilities have average to above average cognitive abilities and can learn mathematics. * Understanding the cognitive processes, helps teachers better understand students with learning disabilities. * There are many accommodations that can be used to support students with learning disabilities. | * I am developing an understanding of how to plan accommodation for students with learning disabilities using the lenses of the cognitive processes. * Based on my understanding of the cognitive processes, I can develop tools and strategies to support students with learning disabilities. |
| * Listening is key to understanding student thinking. * Effective descriptive feedback empowers students to independently move forward in their thinking. * There are effective questioning strategies that expose and encourage student thinking. | * I understand how important it is to listen to students to understand their thinking. * I am able to pose questions to expose or evoke student thinking. * I am able to give descriptive feedback that can help a student move their thinking forward. * I understand the importance of listening in establishing a learning community. * I have engaged in a Math Talk learning community. |
| * Assessment of learning can be a process, not just an event. * Electronic tools such as Prezi and Evernote can support assessment of and for learning. | * I have reflected on assessment of learning as a process, and have discussed strategies to support this view, e.g. use of portfolios. * I have explored Prezi as a tool to create an electronic learning wall, to help deepen students’ understanding of concepts. * I have explored Evernote as a tool to create an electronic portfolio, to help deepen students’ understanding of concepts. |
| * There are connections between whole numbers, fractions, and algebra. * Number lines are powerful representations. * Number lines support the understanding and integration of many fraction meanings. * There are connections between number lines, graphical representations, and algebraic expressions. | * I see how relational thinking connects whole numbers, fractions, and algebra. * I can use models to demonstrate the connections between whole numbers, fractions, and algebra. * I can use variable number lines to illustrate relationships among algebraic expressions. |
| * Learning walls and portfolios are strategies that can help deepen students’ understanding of concepts. | * I have identified key features of a learning wall. |